DOCUMENT RESUME

ED 150 685 EA 010 315

TITLE	The Illinois Program for Evaluation, Supervision, and Recognition of Schools. State Board of Education Document Number 1.
INSTITUTION	Illinois State Office of Education, Springfield.
PUB DATE	1 Oct 77
NOTE	50p.; Appendix A and B may be marginally legible due to small print
EDRS PRICE	MF-$0.83 HC-$2.06 Plus Postage.
DESCRIPTORS	*Accreditation (Institutions); Administrative Personnel; Ancillary Services; Boards of Education; Curriculum; Elementary Secondary Education; Evaluation; *Guidelines; Instructional Programs; Pupil Personnel Services; School Systems; State Departments of Education; *State Standards; Teacher Certification; Teacher Qualifications
IDENTIFIERS	*Illinois

ABSTRACT

This booklet provides a framework for meeting the Illinois constitutional requirement that the schools of the state provide an efficient system of high quality education. Recognition is the process by which the state superintendent of education certifies that a local school district has met efficient and adequate basic standards for the quality of the instructional program and its supporting services and facilities. The long-range goal of the recognition process is to develop and improve each local school district's capabilities for the educational development of all persons to the limit of their potential. This booklet provides discussion of and guidelines on the recognition process, school governance, school district administration, the instructional program, support services, staff certification requirements, and staff qualifications. (Author/IRT)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED150685

THE ILLINOIS PROGRAM

for

EVALUATION, SUPERVISION, AND RECOGNITION OF SCHOOLS

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

October 1, 1977

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

R Barth

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC) AND USERS OF THE ERIC SYSTEM."

EA 010 315

State Board of Education
Document Number 1

TABLE OF CONTENTS

	INTRODUCTION	1
I.	RECOGNITION AND SUPERVISION	1
II.	SCHOOL GOVERNANCE	5
III.	SCHOOL DISTRICT ADMINISTRATION	
	General Administrative Organization	10
	Superintendent - Duties	10
	Principal - Duties	11
IV.	THE INSTRUCTIONAL PROGRAM	
	Basic Standards	12
	Career Education	15
	Co-Curricular Activities	15
	Consumer Education and Protection	15
	Conservation of Natural Resources	16
	Health Education	16
	Media Programs	17
	Metric Education	17
	Physical Education	17
	Pupil Personnel Services	18
	Social Studies and History	18
	Additional Criteria for Elementary Schools	19
	Additional Criteria for High Schools	19
	Driver Education and Safety	20
	Specific Minimum Requirements for Graduation	21
	Special Programs	22
	Credit Earned Through Proficiency Examinations	23
	Adult and Continuing Education	23
	Correctional Institution Educational Programs	24
V.	SUPPORT SERVICES	
	Transportation	25
	School Food Services	25
	Health Services	26
	Pupil Personnel Services	26
VI.	STAFF CERTIFICATION REQUIREMENTS	
	Public School Districts	27
	Noncertificated Personnel	27
	Requirements for Different Certificates	28
	Transcripts of Credits	28
	Records of Professional Personnel	28
VII.	STAFF QUALIFICATIONS	
	Elementary Teachers	29
	Junior High or Departmentalized Upper Elementary Grades	29
	Secondary Teachers/Minimum Requirements	29
	Agriculture	29
	Art	30
	Aviation/Aerospace Education	30

Business Education 30
Language Arts-English 32
Journalism 32
Speech 32
Foreign Language 32
Health Education 32
Health Occupations 33
Home Economics Education 33
Industrial Arts 33
Mathematics 33
Music 34
Physical Education 34
Psychology 35
Safety and Driver Education 35
Science, Biological 35
Science, Physical 36
Science, General 36
Social Studies 36
Vocational Education 36
Reading 38
Media 38
Pupil Personnel Services 39
Special Education 39
Transitional/Bilingual Personnel 40
Substitute Teacher 40

Appendix A
Professional Staff Certification 41

Appendix B
Certification, Quick Reference Chart 42

Glossary of Terms 43

INTRODUCTION

The state has a major responsibility in providing education for its citizens. Each community shall share this responsibility by acting through the local board of education.

The State Board of Education, created by the Illinois Constitution of 1970, is charged with establishing goals and policies which will provide direction to the State Superintendent, the Illinois Office of Education, and the local school systems. These goals and policies serve in part as the basis for the educational policies, guidelines, and aspirations for the public schools in the State of Illinois.

In the enactment of its Statement of Goals, the State Board analyzes present and future educational needs, and recommends to the Illinois General Assembly the passage of authorizing legislation and appropriation bills that will best meet those needs. In the establishment of educational policies, the State Board provides a framework of rules and regulations for establishing basic recognition standards and guiding local boards of education in meeting the constitutional requirement that the state oversee an efficient system of high quality public educational institutions and services.

The State Superintendent of Education, as stated by statute, serves as the chief education officer of the state. The State Board of Education has delegated to the Superintendent the responsibility to supervise public schools to determine and ensure that they are organized, conducted, and operated as prescribed by law.

The State Board of Education delegates to the State Superintendent of Education the responsibility for recognizing schools. The State Board requires the Superintendent to enforce all recognition standards whether they be legislative enactments or regulations established by the State Board of Education, pursuant to statutory authority. The Regional Superintendent assists the State Superintendent in the recognition process. The State Superintendent may grant recognition by attendance center or by school district and present certificates of recognition to schools meeting such standards.

The State Superintendent, as delegated by the State Board of Education, formulates rules necessary to carry into efficient and uniform effect all laws for establishing and maintaining free schools in the state and to determine efficient and adequate standards for the physical plant (heating, lighting, ventilation, sanitation, safety, maintenance, equipment and supplies), instruction and teaching, curriculum, library, operation, administration and supervision.

The Regional Superintendent shall exercise supervision and control over all school districts within the region and perform functions and services relative to annexations, consolidations, and the creation of new school units.

Of prime importance is the Regional Superintendent's responsibility to act as the enforcing authority for the health and safety standards of the public schools within the region. In addition, the Regional Superintendent may administer and direct a cooperative or joint educational program or project when two or more districts request and authorize such services. Annually, the Regional Superintendent shall submit to the Illinois Office of Education recommendations for the recognition status of schools within that region.

The local board of education possesses authority, as granted by statutes, for the operation of the local school system and has the legal responsibility for making final decisions within the framework of the laws and regulations of the state.

Public education in Illinois has traditionally adhered to the concept of local control of the schools. It is the responsibility of the local school board and the local district citizens to ensure that its educational program is responsive to the needs of their community. Community needs may deviate from, or go beyond, basic needs or optimum goals as delineated by laws and regulations aimed at achieving a quality education for all youngsters in the State of Illinois.

The Illinois Program for Evaluation, Supervision, and Recognition of Schools provides a framework for meeting the constitutional requirement that the schools of the state provide an efficient system of high quality education. Recognition is the process by which the State Superintendent of Education certifies that a local school district has met efficient and adequate basic standards for the quality of the instructional program and its supporting services and facilities. This process should offer opportunities for leadership through the services of the superintendent's office in developing guidelines for the planning of improved educational programs for the children in the district and in the State of Illinois. The framework of this planning consists of the goals of local school districts cooperatively developed by the school and the community plus the legislative and regulatory actions which represent the state's interest in the education of children.

The long-range goal of the recognition process is to develop and improve each local school district's capabilities for the educational development of all persons to the limit of their potentialities. The local board of education utilizes its available resources, its discretionary powers, and board-community planning to provide maximum educational opportunities for the unique and diverse needs of all of the children and youth of the local district and community.

CHAPTER 1

RECOGNITION AND SUPERVISION

1-1 Each school will be periodically visited for the purpose of recognition. Each evaluation will be led by a representative from the Public School Approval Section of the Illinois Office of Education and will include the respective Regional Superintendent or designee.

1-2 The Public School Approval Section and the Regional Superintendent will determine the extent to which the educational program is meeting the specified requirements of the state.

1-3 As part of the recognition standards, a school district shall file a written program plan with the Illinois Office of Education. The purpose of this requirement is to allow local districts maximum flexibility in developing school improvement programs which are carefully structured around locally identified needs.

1-3.1 The Program Plan Information shall be annually revised, updated and submitted to the Illinois Office of Education, Public School Approval Section. This revision and updating will be in accordance with the questions stated on the "School District Annual Report and Application for Recognition."

1-3.2 In the development and revision of its Program Plan, the board of education shall reflect community involvement.

1-4 "Pending Further Audit" may be assigned to a district just visited because of limited violations which could be corrected within the current school year. This is a temporary condition and not an official recognition status.

1-5 There are three types of recognition status: Full Recognition, Probationary Recognition, and Nonrecognition.

1-5.1 Full Recognition is granted to a school district or attendance center which has undergone an on-site evaluation by representatives of the State Board of Education, Illinois Office of Education, Public School Approval Section and the respective Regional Superintendent, and

a. meets the minimal standards required of all elementary and secondary schools;

b. has submitted an Annual Application for Recognition.

1-5.2 Probationary Recognition is given to a school district or attendance center which has not met the minimal standards. Probationary Recognition is a warning that the school shall make certain improvements.

1-5.3 Nonrecognition is given to a school district or attendance center which fails to submit an Annual Application for Recognition, fails to meet legal requirements, or fails to give evidence of meeting minimal standards. A school district which fails for any school year to maintain a recognized school shall not be eligible to file, for such year, any claim upon the common school fund or collect tuition from another school district. (Section 18-8 of The School Code of Illinois)

1-6 School districts assigned Probationary Recognition or Nonrecognition may request reevaluation by the Illinois Office of Education to substantiate corrections of the areas of noncompliance previously cited.

1-7 Except for districts whose recognition status has been affected by the Rules Establishing Requirements and Procedures for the Elimination and Prevention of Racial Segregation in Schools, the recognition status of all districts shall be effective from July 1 to the next succeeding June 30.

1-8 The following procedure shall be used for all appeals concerning recognition except those which are related to desegregation. Desegregation appeals shall follow those procedures established by the Rules Establishing Requirements and Procedures for the Elimination and Prevention of Racial Segregation in Schools.

LEVEL I

At the conclusion of each evaluation visit to a local school district, the educational specialist (team leader) in charge of the visit conducts a summary conference. At this point, each item that was determined to be below minimal standards, or is an area of concern, is discussed. The superintendent of the district has the opportunity during this conference to challenge, directly and through designees, any comment made by the educational specialist (team leader). If the team leader is convinced that the item should not be included in the written report, it shall be removed.

This summary conference represents the first level of the appeal process.

LEVEL II

The educational specialist who conducts the visit writes a formal report indicating the areas of noncompliance and any time limitations for making corrections. Prior to the dissemination of the written report, the Director of the Section for Public School Approval may revise the points of concern or recommendation.

The superintendent of the school district has forty-five (45) days after receiving the written report to submit a formal written reaction to listed areas of noncompliance. The local board of education or superintendent may appeal a recommendation based on documented evidence presented by the district through the Regional Superintendent.

LEVEL III

The Public School Approval Recognition Committee, consisting of the Public School Approval staff, meets four times during the school year. This committee discusses and considers recommendations for recognition status of districts that have been visited. Prior to these meetings, the Regional Superintendent is notified that a particular school district in the region is going to be discussed and what the recommendation for recognition will be. The Regional Superintendent and one representative from the school district to be discussed are invited to attend. (The Regional Superintendent has the option of supporting the district, depending on the posture taken in reference to the discrepancies.) This action provides another level of appeal and provides the school district an additional element of due process. Following the committee meeting, those school districts recommended for less than Full Recognition receive a certified letter, a copy of which is sent to the Regional Superintendent, informing that office of the recommended status.

LEVEL IV

At the final meeting of the Public School Approval Recognition Committee, all schools that were previously recommended for less than Full Recognition and those visited in the last quarter are discussed. Again, Regional Superintendents are invited to attend the meeting, along with a representative of the school district. A recommendation for a lowered recognition status that is a result of the Fourth Quarterly Conference is sent by certified mail to the district superintendent. A copy of that recommendation is sent to the Regional Superintendent.

LEVEL V

Local boards of education that wish to appeal the recommendations of the Public School Approval Recognition Committee may do so by filing a formal statement of appeal within fourteen (14) days of receipt of the letter of notification following the last quarterly meeting. The appeal notice shall be submitted to the Regional Superintendent and the Assistant Superintendent, Department of Recognition and Supervision, Illinois Office of Education. Within seven (7) days of receipt of the appeal notice, the Assistant Superintendent, Department of Recognition and Supervision, will convene an Appeals Committee which will conduct a hearing and will review all the pertinent information, including the procedures which led to the recommended recognition status. Local districts shall have the opportunity to present evidence that the program or service in question meets the purpose behind a given regulation.

The five-member Appeals Committee shall be composed of three assistant superintendents and a member of the legal staff from the Illinois Office of Education. The fifth member of the Appeals Committee shall be appointed by the State Superintendent of Education and will not be an employee of the Illinois Office of Education. The Chair shall be appointed by the State Superintendent.

The Committee's findings shall be forwarded to the State Superintendent of Education with a specific recommendation. The decision of the State Superintendent of Education, who may accept or reject the committee's recommendation, shall be a final administrative decision.

The district shall be notified of the decision within fifteen (15) days of the conclusion of the hearing.

CHAPTER II

SCHOOL GOVERNANCE

2-1 Powers and Duties

The School Code of Illinois provides for the election and organization of local boards of education. The board of education is responsible for carrying out duties prescribed by law and the authorized regulations of the State Board of Education. The local board also is subject to numerous other laws (such as the Open Meetings Act, Tort Immunity Act, Debt Limitation Act, etc.) and to the State and Federal Constitutions.

The board of education also is delegated extensive powers which provide for the exercise of discretionary judgment. These powers are limited by rights granted to other parties by various laws, regulations, and court decisions. Discretionary power and duties, which the legislature has conferred upon the board of education, may not be delegated to other agencies or individuals by contract or otherwise. The board of education is the responsible local corporate body.

2-1.1 Among the duties imposed upon the board of education is the duty to adopt and enforce all necessary rules for the management and government of the public schools of their district. (Section 10-20.5 of The School Code of Illinois) The board of education rules shall be officially adopted at a legal meeting, duly recorded in the minutes of the meeting, and clearly communicated to all persons who are expected to execute and comply with them.

2-1.2 The board of education shall adopt and disseminate comprehensive policies regarding such matters as school district organization, school board operations, district philosophy, goal statements to guide the administrative team, general school administration, the working relationship between the board and its superintendent, principals and teachers, fiscal management, business management, facility expansion programs, instruction, student rights and responsibilities, student discipline including corporal punishment, public relations, and relations with other organizations and agencies.

In the development of policies, the board of education should ensure that advice and suggestions are received from all groups affected by the policy.

2-1.3 The board of education shall carry on business, in meetings open to the public, according to the "Meetings of Public Agencies, an Act in Relation to Meetings," Chapter 102-41 through 102-44 of the Illinois Revised Statutes.

2-1.4 The secretary or clerk of the board of education shall keep accurate minutes of its proceedings. (Section 10-7 of The School Code of Illinois)

2-1.5 Except as officially authorized and delegated by the board of education, at a legally constituted meeting, the individual board member has no legal authority to act or make decisions binding on the school districts.

2-1.6 The board of education shall follow accounting procedures relative to budgets, tax rates, and tax warrants as required by The School Code of Illinois and the Illinois Office of Education's Accounting Manuals and The Rules and Regulations and Fiscal Procedures for the Operation of Local Education Agencies' Student Activities Funds, Convenience Accounts, and Trust and Agency Funds.

2-1.7 The board of education shall indemnify and protect its own members, employees, student teachers, and volunteer workers as prescribed by law (Section 10-20.20 of The School Code of Illinois).

2-1.8 The board of education shall observe statutory procedures in letting contracts for supplies, material, or work in excess of $2,500 (Section 10-20.21 of The School Code of Illinois).

2-1.9 Except as provided in Section 18-10 of The School Code of Illinois, no elementary school district having fewer than 15 pupils in average daily attendance and no high school district having fewer than 60 pupils in average daily attendance may file any claim for state aid, either flat grant or special equalization. Such schools may, however, be granted recognition if they meet recognition standards.

2-2 The board of education shall recognize the duties of the superintendent as specified in Section 10-21.4 of The School Code of Illinois and permit this individual to function in accordance with these duties.

2-2.1 The board of education shall make decisions after having received the recommendation of the district superintendent.

2-2.2 The board of education shall hire school employees after the recommendation of the district superintendent.

2-2.3 The board of education shall carry out all professional and official relationships with school employees through the district superintendent.

2-3 The board of education shall fully observe The School Code of Illinois when discharging its responsibilities associated with the paying, appointment and establishment of salaries for all teaching personnel.

2-3.1 The hiring of both professional and nonprofessional staff shall be in accordance with Article I, Section 18 of the new State Constitution which states: "The equal protection of the laws shall not be denied or abridged on account of sex by the State or its units of local government and school districts." In addition, the board of education shall not discriminate because of race, religion, or national origin.

2-4 All students within a school district must be provided equal opportunities in all education programs and services provided by the system (Section 10-20.12 of The School Code of Illinois).

2-4.1 No school system may exclude or segregate any pupil from a school because of color, race, or nationality (Section 10-22.5 of The School Code of Illinois).

a. A district shall be in conformance with the Rules Establishing Requirements and Procedures for the Elimination and Prevention of Racial Segregation in Schools.

b. The board of education shall submit periodic reports as required by the State Board of Education detailing pupil attendance, faculty assignments, and actions taken and planned to prevent and eliminate segregation.

2-4.2 Each school district shall assure that no student shall be refused admission or be excluded from any courses of instruction, interscholastic athletic program, or comparable programs by reasons of a person's sex. (Public Act 79-597 which amends Sections 24-4, 27-1, 27-15 and 34-18 of The School Code of Illinois)

2-4.3 The board of education shall be in compliance with the Standards and Rules for the Collection, Maintenance and Dissemination of School Records and Information Pertaining to Students.

2-4.4 The board of education shall charge per capita tuition based on the previous year's per capita cost to nonresident students. Pupils who become nonresidents during a school term shall not be charged tuition for the remainder of the term (Section 10-20.12A of The School Code of Illinois).

2-4.5 The board of education shall loan textbooks to students whose parents are unable to buy them (Section 10-20.13 of The School Code of Illinois).

2-4.6 Any school district containing one or more attendance centers having 20 or more students of limited English-speaking fluency of the same language background shall establish a program in transitional bilingual education according to the Rules and Regulations for Transitional Bilingual Education.

2-4.7 The establishment and operation of all special education shall follow the Rules and Regulations Governing the Administration and Operation of Special Education.

2-4.8 Each school district receiving general state aid under the Resource Equalizer Formula, as provided in Chapter 122, Article 18-8.9(h) of The School Code of Illinois, and whose Title I weighted average daily attendance (WADA) is 10,000 or more, shall annually, prior to August 15, file a plan with the Illinois Office of Education. This plan must be in compliance with the Rules and Regulations for the Development of a Plan for the Improvement of Instruction for Title I Eligible Children, issued by the Illinois Office of Education.

2-5 The district shall comply with Circular Series No. 156 (Revised July 1, 1974), Efficient and Adequate Standards for Construction of Schools, and Circular Series No. 157 (Revised July 1, 1974), Building Specifications for Health and Safety in Public Schools, as issued by the State Superintendent of Education.

2-6 Commemorative Holidays to be Observed by Public Schools

2-6.1 January 15 (the birthday of Dr. Martin Luther King, Jr.), February 15 (honoring Susan B. Anthony), and the first Monday in March (the birthday of Casimir Pulaski) shall be observed in accordance with Section 24-2 of The School Code of Illinois.

2-6.2 Lief Erickson Day and American Indian Day are to be observed as directed (Sections 27-19 and 27-20 of The School Code of Illinois).

2-6.3 "Arbor and Bird Day," annually designated by the Governor, should be observed according to Section 27-18 of The School Code of Illinois.

2-6.4 The fifteenth day of April in each year is designated as Illinois Good Roads Day and is to be observed throughout the state as a day for holding appropriate exercises in the public schools (Chapter 121, Section 401 of The School Code of Illinois).

2-6.5 In accordance with Section 27-20.1 of The School Code of Illinois, "Illinois Law Week" (designated annually by the Governor) may be observed.

2-7 Selection of books and materials by school districts shall be in accordance with Section 28-6 of The School Code of Illinois.

2-8 Section 24-24 of The School Code of Illinois states that teachers and other certificated educational employees shall maintain discipline in the schools.

To prevent misuse of this broad concept as set out in Section 24-24 of The School Code of Illinois, the district shall comply with the following:

If corporal punishment is to be used by school districts as a penalty for misbehavior, the district shall notify parents upon initial enrollment of the student that they may submit a written request that corporal punishment not be administered to their child or children.

CHAPTER III

SCHOOL DISTRICT ADMINISTRATION

3-1 A school board shall designate within its administrative structure the specific responsibilities and duties for each administrator. This job description shall reflect the philosophy, goals, objectives, and policies as adopted by the local board of education in accordance with Chapter II of these rules and regulations.

3-1.1 Every school district shall have a person designated as superintendent except in districts in which there is only one school with less than four full- or part-time teachers. (Section 10-21.4 of The School Code of Illinois)

3-1.2 Every attendance center shall have a person assigned as principal who is properly certificated.

3-1.3 Administrators and supervisors shall be appropriately certificated, meeting the requirements as stated in Section 21-7.1 of The School Code of Illinois and Appendix B of this document.

3-1.4 Chief school business officials, effective July 1, 1977, shall be appropriately certificated, meeting the requirements as stated in Section 21-7.1 of The School Code of Illinois.

3-1.5 Department chairpersons who are required to supervise and/or evaluate teachers shall have the appropriate certificate as indicated in "Appendix B." (Section 21-7.1 of The School Code of Illinois) This regulation shall apply only to those individuals first assigned to this position on or after September 1, 1978.

3-1.6 An administrator, i.e. superintendent or principal, may serve in two professional capacities provided that full-time equivalency results in a maximum of one full-time position.

In school districts with an enrollment of 100 or less, an individual may serve as superintendent/principal and teach (up to 1/2 day).

3-2 Duties

3-2.1 Superintendent - Duties

The superintendent shall have charge of administration of the schools under the direction of the board of education. Section 10-21.4 and Section 34-8 of The School Code of Illinois detail the duties and responsibilities of the superintendent. The local superintendent shall make

recommendations for the detailed management of the educational program and the business affairs of the district and shall conduct the school's business in accordance with policies established by the board of education.

3-2.2 Principal - Duties

The principal shall assume administrative responsibilities and instructional leadership, under the supervision of the superintendent and in accordance with reasonable rules and regulations of the board of education, for the planning, operation and evaluation of the educational program of the attendance area to which the principal is assigned. Section 10-21.4A and Section 34-8.1 of The School Code of Illinois detail those administrative responsibilities which the principal shall perform.

CHAPTER IV

THE INSTRUCTIONAL PROGRAM

4-1 Subject to the requirements listed below, the instructional program of a school shall be determined by the board of education with involvement of parents, students, the professional staff, and the local community. The basic curriculum shall include organized experiences which provide each student ample opportunity to achieve the goals for which the school exists and which meet the minimum program defined by The School Code of Illinois and the State Board of Education. It is recommended that activities, including student internships and observations of government in action, be a part of the instructional program where appropriate.

4-2 Basic Standards

4-2.1 Class schedules shall be maintained in the administrative office in each attendance center of a school district.

4-2.2 Every school district shall have an organized plan for recording pupil progress and/or awarding credit; a plan which can be disseminated to other schools within the state.

4-2.3 Every school district shall make provisions for students of different talents, intellectual capacities, and interests.

4-2.4 Every school district shall:

a. Provide curricula and staff inservice training to help eliminate unconstitutional and unlawful discrimination in our schools and society. School districts shall utilize the resources of the community in achieving the stated objective of elimination of discrimination and to enrich the instructional program.

b. Include in its instructional program concepts which are designed to improve students' understanding and relationships between individuals and groups of different ages, sexes, races, national origins, religions, and socio-economic backgrounds.

4-2.5 Boards shall adopt and implement a policy for the distribution of teaching assignments, including study hall and extra class duties and responsibilities.

4-2.6 Every school system shall conduct supervisory and inservice programs for its professional staff. The staff shall be involved in planning, conducting, and evaluating supervisory and inservice programs.

4-2.7 The School Code of Illinois in Sections 10-19 and 18-8 specifies certain measures relative to the school day. Any deviation from this section of The School Code of Illinois enumerated below will be examined on an individual basis by the Illinois Office of Education, Public School Approval Section. A summary of The School Code of Illinois, Section 18-8 indicates: Every school system shall operate its schools a minimum of five clock-hours of school work each day with the following exceptions:

a. Four clock-hours may be counted as a day of attendance for first-grade pupils.

b. Two clock-hours may be counted as a half-day of attendance by kindergarten pupils. A recognized kindergarten shall not have more than one half-day of attendance counted in any one day. However, kindergartens may count two and one-half days of attendance in any five consecutive school days. Where a kindergarten pupil attends school for two half-days on any one school day, such pupil shall have the following day as a day absent from school, unless the school system obtains permission in writing from the State Superintendent of Education.

c. One clock-hour may count as one half-day of attendance for handicapped children below the age of six years who cannot attend a two-hour session because of handicap or immaturity.

d. Days of attendance may be less than five clock-hours on the opening and closing day of the school term, and upon the second or third day of the school term if the first and second days are utilized as an institute or teachers' workshop. Four clock-hours may be counted as a day of attendance upon certification by the Regional Superintendent and approved by the State Superintendent of Education to the extent that the district has been forced to use daily multiple sessions. (Approval will be granted on the basis of the present facilities being inadequate to house a normal program.)

Approval to count a session of four to five clock-hours as a day in session shall be granted by the State Superintendent of Education upon certification of the district's plans by the Regional Superintendent. The request shall be made prior to the opening of the school year to be used, shall include a copy of the official board of education minutes indicating board approval of the plan, shall include provision for remedying the situation that caused the request, and shall include a daily schedule showing each student will, in fact, be in class at least four clock-hours. Requests for extensions shall be made by the district annually prior to the opening of school.

e. A session of three or more clock-hours up to a maximum of five half-days per school year may be counted as a full day of attendance when the remainder of the day is utilized for an inservice training program for teachers. Two full days may be used for parent-teacher conferences. Any full day used reduces the number of allowable half-days by two. In either instance, the programs shall have prior approval on forms supplied by the Illinois Office of Education, Public School Approval Section.

f. Any deviation from the five clock-hour requirement as it pertains to student attendance will be evaluated on an individual basis by the Illinois Office of Education, Public School Approval Section.

4-2.8 Each school board shall annually prepare a calendar for the school term, specifying the opening and closing dates and providing a minimum term of at least 185 days to insure 176 days of actual pupil attendance, computable under Section 18-8 of The School Code of Illinois. Any days allowed by law for teachers' institute but not used as such shall increase the minimum term by the school days not so used. Except as provided in Section 10-19.1 of The School Code of Illinois, the board may not extend the school term beyond such closing date unless that extension of term is necessary to provide the minimum number of computable days. In case of such necessary extension, school employees shall be paid for such additional time on the basis of their regular contracts. A school board may specify a closing date earlier than that set on the annual calendar when the schools of the district have provided the minimum number of computable days under this section.

Nothing in this section prevents the board from employing superintendents of schools, principals, and other non-teaching personnel for a period of 12 months, or in the case of superintendents for a period in accordance with Section 10-23.8 of The School Code of Illinois, or prevents the board from employing other personnel before or after the regular school term with payment of salary proportionate to that received for comparable work during the school term (Section 10-19 of The School Code of Illinois).

4-2.9 Every school district should adopt a process of evaluation which will measure progress toward accomplishing its instructional goals.

4-2.10 Every school should make provisions for continuity and articulation of its programs from level to level and course to course. The central goal of such articulation should be the provision of programs adapted to the individual student's needs and abilities.

4-2.11 Local boards of education shall establish and maintain kindergartens for the instruction of children. (Section 10-20.19a of The School Code of Illinois)

4-2.12 Career Education

a. The educational system shall provide every student with opportunities to prepare themselves for entry into the world of work.

b. Every district shall initiate a Career Awareness and Exploration Program which should enable students to make more meaningful and informed career decisions. This program should be available at all grade levels.

4-2.13 Co-Curricular Activities

a. Programs for extra classroom activities shall provide opportunities for all students.

b. The desires of the student body in the area of co-curricular activities shall be of critical importance. At all times, activities of this nature shall be carefully supervised by a school-approved sponsor.

4-2.14 Consumer Education and Protection

a. Pupils in the public schools in grades 8 through 12 shall be taught and be required to study courses which include instruction in the area of consumer education including, but not necessarily limited to, installment purchasing, budgeting, comparison of prices and an understanding of the roles of consumers interacting with agriculture, business, trade unions, and government in formulating and achieving the goals of the mixed free enterprise system. (The School Code of Illinois, Section 27-12.1)

b. A program in consumer education may include the following topics: the individual consumer in the marketplace, money management, consumer credit, human services--housing, food, transportation, clothing, health services, drugs and cosmetics, recreation, furnishings and appliances, insurance, savings and investments, taxes, and the consumer in our economy.

c. The superintendent of each unit or high school district shall maintain evidence which shows that each student has received adequate instruction in consumer education as required by law prior to the completion of the 12th grade. Consumer education may be included in course content of other courses, or it may be taught as a separate required course.

d. The superintendent of each elementary school district shall maintain evidence which shows that each student has received adequate instruction in consumer education as required by law prior to the completion of the eighth grade.

e. The minimal time allocation shall not be less than nine weeks or the equivalent for grades 10-12 and shall include installment purchasing, budgeting, comparison of prices and an understanding of the roles of consumers interacting with agriculture, business, trade unions, and government in formulating and achieving the goals of the mixed free enterprise system. The board of education may determine the amount of instruction devoted to consumer education in the eighth grade provided it includes all of the mandates stated above.

f. Each district may use as a guideline the standards set forth in Guidelines for Consumer Education issued by the Illinois Office of Education.

g. Teachers instructing in consumer education courses shall have proper certification for the position to which they are assigned with at least three semester hours in consumer education courses.

4-2.15 Conservation of Natural Resources

a. In every public school district there shall be instruction, study and discussion of current problems and needs in the conservation of natural resources, including, but not limited to, air pollution, water pollution, the effects of excessive use of pesticides, preservation of wilderness areas, forest management, protection of wild life, and humane care of domestic animals. (Section 27-13.1 of The School Code of Illinois)

b. It is recommended that the study of conservation also include energy demands, population growth and distribution, food production, transportation systems, solid waste disposal, and noise abatement.

4-2.16 Every school district has the responsibility to prepare students for full citizenship. To this end each school district should encourage student discussion and communication in areas of local, state, national and international concern.

4-2.17 Health Education

Each school system shall be in compliance with the Rules and Regulations and Guidelines issued pursuant to the "Critical Health Problems and Comprehensive Health Education Act" (Section 861 of The School Code of Illinois).

a. The health education program shall include, but not be limited to, the following major educational areas as a basis for curricula in all elementary and secondary schools: human ecology and health, human growth and development, prevention and control of disease, public and environmental health, consumer health, safety education and disaster survival, mental health and illness, personal health habits, alcohol, drug use and abuse, tobacco, nutrition, and dental health.

b. There is no specific time requirement for grades K-6; however, health education shall be a part of the formal regular instructional program at each grade level.

c. The minimal time allocation shall not be less than 1 semester or equivalent during the middle or junior high experience.

d. The minimal time allocation shall not be less than 1 semester or equivalent during the high school experience.

4-2.18 Media Programs

Each attendance center shall provide a program of media services to meet the curricular and instructional needs of the school. The Standards for Educational Media Programs in Illinois (revised 1972) is suggested as a guide for program development.

4-2.19 Metric Education

By 1980, every school system shall provide measurement instruction based upon the International System of Units in those subject matter areas which include measurement activities.

4-2.20 Physical Education

a. Appropriate activity related to physical education shall be required of all students each day (The School Code of Illinois, Section 27-6). The time schedule shall compare favorably with other courses in the curriculum. Safety education as it relates to the physical education program should be incorporated.

b. There shall be a definite school policy regarding credit earned each semester in physical education with provisions for allowable variables in special cases.

c. If a district determines that it is difficult to implement a program of physical education which involves all students daily, the administration should consult one of the program service personnel from the Illinois Office of Education for assistance in the development of an acceptable program.

d. If a district determines that it is unable to implement a daily program of physical education for all students, the administration shall, with board of education authority, request a waiver. This request shall be forwarded through the regional superintendent to the Director of the Public School Approval Section, Illinois Office of Education.

4-2.21 Pupil Personnel Services

To assure provisions of Pupil Personnel Services, the local district shall conduct a comprehensive needs assessment to determine the scope of the needs in the areas of:

a. Guidance and Counseling Needs;

b. Psychological Needs;

c. Social Work Needs;

d. Health Needs.

NOTE: See Chapter V, Section 5-4.

4-2.22 Every school district has the responsibility to prepare students to read and communicate effectively.

4-2.23 Social Studies and History

Each school system shall provide history and social studies courses which do the following: analyze the principles of representative government, the Constitutions of both the United States and the State of Illinois, the proper use of the flag, and how these concepts have related, and presently do relate, in actual practice in our world. The teaching of history of the United States shall include a study of the role and contributions of ethnic groups in the history of this country and the state (Section 27-21 of The School Code of Illinois).

4-2.24 Protective eye devices shall be provided to and worn by all students, teachers, and visitors when participating in or observing dangerous vocational arts and chemical-physical courses or laboratories. (Section 698.11 of The School Code of Illinois)

4-3 Additional Criteria for Elementary Schools

4-3.1 A district shall provide the following coordinated and supervised courses of study. The time allotment, unless specified by the Code or regulation, is the option of the local board of education.

Language Arts, Reading and other Communication Skills
Science
Mathematics
Social Studies
Music
Art
Health Education, one semester or equivalent at the junior high level (Sections 861 - 866 of The School Code of Illinois).
Physical Education, daily (Section 27-6 of The School Code of Illinois).
Career Education -- Awareness and Exploration
Safety Education, one hour per week (Section 27-17 of The School Code of Illinois).
Consumer Education, 8th grade only (Section 27-12.1 of The School Code of Illinois).
Conservation of Natural Resources (Section 27-13.1 of The School Code of Illinois).

4-3.2 American patriotism and the principles of representative government, as enunciated in the American Declaration of Independence, the Constitution of the United States of America and the Constitution of the State of Illinois, and the proper use and display of the American flag shall be taught in all public schools. Not less than one hour per week, or the equivalent, shall be devoted to the study of this subject matter in the 7th and 8th grade or equivalent (Sections 27-3 and 27-4 of The School Code of Illinois). No student shall receive certification of graduation without passing a satisfactory examination upon such subjects.

4-4 Additional Criteria for High Schools

4-4.1 The district shall provide a comprehensive curriculum including the following as a minimum program of offerings. The time allotment, unless specified by the Code or regulations, is the option of the local school district.

Language Arts, three units
Science
Mathematics
History of the United States, one unit
Foreign Language
Music
Art
Career Education -- Orientation and Preparation
Health Education, one semester or equivalent (Critical Health Problems and Comprehensive Health Education Act of 1971 and Section 866 of The School Code of Illinois).
Physical Education, daily (Section 27-6 of The School Code of Illinois).
Consumer Education, nine weeks, 50 minutes a day or equivalent, grades 10-12 (Section 27-12.1 of The School Code of Illinois).
Conservation of Natural Resources (Section 27-13.1 of The School Code of Illinois).
Driver and Safety Education, 30 clock-hours of classroom instruction and 6 clock-hours behind the wheel -- grades 10, 11, and 12 (Section 27-23 of The School Code of Illinois).
Vocational Education -- Job Entry Skill Development

4-4.2 The daily program should be organized so as to afford each student easy access to the instructional materials center, the counselor, program of extracurricular activities, and teacher-student conferences.

4-4.3 No teacher should have more than five different preparations.

4-4.4 Each teacher should have time to conduct student conferences and plan for instructional programs.

4-4.5 Driver Education and Safety

a. School districts maintaining grades 9-12 shall provide instruction in compliance with Sections 27-23 and 27-24 of The School Code of Illinois and Rules and Regulations to Govern the Administration of the Driver Education Act (C.S. No. 303).

(1) Such a course shall consist of at least 30 clock-hours of classroom instruction and at least six clock-hours of practice of driving in a dual control car. Eight clock-hours of instruction on a multiple car range may be allowed in lieu of four clock-hours of instruction in a dual control car, and twelve clock-hours of instruction in driving simulators may be allowed in lieu of three clock-hours of instruction in a dual control car, if prior approval is obtained.

(2) Strong emphasis shall be provided to establish and promote essential knowledge, correct habits, fundamental skills, proper attitudes, and a sound understanding of the rules and laws necessary for safe driving.

(3) Such a driver education course may include classroom instruction on the safety rules and operation of motorcycles or motor-driven cycles.

4-4.6 Specific minimum requirements for graduation:

a. 16 units in grades 9-12 if a four-year school and 12 units in grades 10-12 if a three-year high school. School districts have an option to deviate from this standard with approval from Public School Approval Section of the Illinois Office of Education.

b. In either of the above, one unit shall be in American History, or American History and Government.

In a four-year high school, three units shall be in Language Arts and in a three-year high school, two units shall be in Language Arts. In either instance emphasis shall be on reading and writing skills while one-half unit may be in oral communication.

c. American patriotism and the principles of representative government, as enunciated in the American Declaration of Independence, the Constitution of the United States of America and the Constitution of the State of Illinois, and the proper use and display of the American flag, shall be taught in all public schools. Not less than one hour per week, or the equivalent, shall be devoted to the advance study of this subject (Sections 27-3 and 27-4 of The School Code of Illinois). No student shall receive certification of graduation without passing a satisfactory examination upon such subjects.

In addition to the foregoing, all graduates are required by law to have had adequate instruction in honesty, justice, moral courage, humane education, safety education, and others mandated in The School Code of Illinois, Section 27.

4-4.7 It is the responsibility of the school's administration to provide parents and guardians timely and periodic information concerning graduation requirements for all students, particularly in cases where a student's eligibility for graduation may be in question.

Note: Additional requirements for graduation may be adopted by local boards of education. Boards of education may

accept courses completed in a community college toward graduation.

4-5 Special Programs

4-5.1 Summer School

A school district may conduct summer school programs (Section 10-22.33a of The School Code of Illinois), and receive state reimbursement (The School Code of Illinois, Section 18-8 and 34-18).

4-5.2 Evening School Credit Courses

The Illinois Office of Education encourages the growth of new and creative programs to meet the needs of out-of-school youths and adults. Pursuant to the needs of such students, each high school shall adopt policies with reference to the awarding of credit for evening school courses on the same basis as courses taught in the day program. Experimental and pilot studies may be undertaken with approval of, and under the supervision of, the Illinois Office of Education. If a program is approved in advance by the Illinois Office of Education, a high school may issue credit for a course on the basis of qualitative attainment rather than on the time element.

4-5.3 Boards of education shall adopt a definite policy regarding institutions that provide correspondence courses and the number of credits that will be applied toward graduation.

4-5.4 Programs for Children with Exceptional Needs

a. Each local district, independently or in cooperation with other school districts, shall provide a comprehensive program of special education which will meet the needs of children ages 3 to 21 with the following exceptional characteristics (Article 14, The School Code of Illinois):

1. Auditory, visual, physical, or health impairment;

2. Speech and/or language impairment;

3. Deficits in the essential learning of perception, conceptualization, memory, attention and/or motor control;

4. Deficits in intellectual development and mental capacity;

5. Educational maladjustment related to social and/or cultural circumstances;

6. Affective disorders and/or adaptive behavior which restricts effective functioning.

b. These special education programs shall provide school psychological services and school social worker services. (Section 14-1.08 and 14-4.01 of The School Code of Illinois)

NOTE: See Chapter IV, Section 4-2.21, and Chapter V, Section 5-4.

c. Schools shall provide appropriate physical education programs for exceptional students.

d. In those instances where a student's special needs cannot be met through the local or joint Special Education Program, the public school districts may enroll the handicapped student in a private facility under Section 14-7.02 of The School Code of Illinois. The placing school district shall follow the provisions of Article VIII of the Rules and Regulations to Govern the Administration and Operation of Special Education and place the handicapped student in a nonpublic facility that is properly registered under the Rules and Regulations for Approval of Nonpublic Facilities Educating Handicapped Students under Section 14-7.02 of The School Code of Illinois.

4-6 Credit Earned Through Proficiency Examinations

4-6.1 Each local board of education with a high school shall adopt a policy which defines the board's position with reference to the awarding of high school credit on the basis of local examinations to pupils who have achieved the necessary proficiencies through independent study, either with or without private tutoring, or for work taken in or from another institution. Plans for earning credit outside of regular classes should be approved in advance by the local high school principal according to established policy. The pupil's permanent record should show how the credit was earned. The examination papers upon which such credit is validated should be kept in the school file for three years as evidence for recognition and accreditation agencies.

4-7 Adult and Continuing Education

4-7.1 Local school districts, in accordance with Section 10-20.12 of The School Code of Illinois, shall provide for the educational needs of adults under 21 years of age who wish to re-enter high school to acquire a high school diploma or an equivalency certificate. Local boards of education may permit other adults to re-enter high school under this provision.

4-7.2 Local school districts may establish special classes for the instruction (1) of persons of age 21 years or over, and (2) of persons less than age 21 and not otherwise in attendance in public school, for the purpose of providing adults in the community and youths whose schooling has been interrupted with educational programs appropriate to the needs of the individuals. If a program is approved by the Illinois Office of Education, a school may issue credit for a course on the basis of qualitative attainment rather than on the time element. (Section 10-22.20 of The School Code of Illinois)

4-7.3 Local school districts, as provided in a definite policy of the boards of education, may offer credit through proficiency testing, correspondence courses, military experiences, life experiences and other nonformal educational endeavors.

Secondary schools may obtain credit recommendations for service experience by submitting the form, "Request for Evaluation of Service School Training," to the Commission on Accreditation of Service Experiences, 1 DuPont Circle, Washington, D.C. 20036.

Note: The Illinois Office of Education recommends that a high school grant credit toward a diploma for the successful completion of the following service educational experiences:

United States Armed Forces Institute courses;

United States Armed Forces Institute subject examinations;

High school courses offered through USAFI by cooperating colleges and universities, credit upon transfer from the school offering the course;

Marine Corps Institute courses;

Service School training;

High school credit toward a diploma for basic or recruit training is not recommended.

4-8 Correctional Institution Educational Programs

4-8.1 The Illinois Office of Education has recognized the school programs as they are conducted by the Department of Corrections. Units of credit earned while institutionalized are considered to be transferable to the public schools.

CHAPTER V

SUPPORT SERVICES

5-1 Transportation

5-1.1 School boards of community consolidated districts, community unit districts, consolidated districts, and consolidated high school districts shall provide free transportation for pupils residing at a distance of one and one-half miles or more from any school, to which they are assigned for attendance, maintained within the district except for those pupils for whom the school board shall certify to the Superintendent of Education that adequate transporation for the public is available. Free service may be provided for other students pursuant to Article 29 of The School Code of Illinois.

5-1.2 Districts shall comply with provisions of The School Code of Illinois, Section 29-4, to qualify for reimbursement.

5-1.3 The district has the responsibility of providing sufficient buses for transporting all eligible pupils and making certain such equipment is properly maintained in an effective and safe condition.

5-1.4 The school district is required to conform to the equipment standards and regulations established by the Department of Transportation. Standards for school bus drivers are established by the Illinois Office of Education in Information for School Bus Drivers. The local school district shall give special attention to instructing students in safety measures and proper conduct.

5-2 School Food Services

5-2.1 Section 712, The School Code of Illinois requires that public schools in Illinois provide free lunches to all eligible needy children as defined by the Food and Nutrition Programs Section of the Illinois Office of Education. The school food service program shall be in compliance with the Basic Requirements for the National and Illinois School Lunch, Breakfast, and Milk Programs, as issued annually by the Illinois Office of Education.

5-2.2 Children from families whose income level has qualified them for free or reduced price meals, in accordance with the periodic guidelines issued by the Illinois Office of Education, shall receive a free or reduced price meal in accordance with the guidelines issued annually by the Illinois Office of Education.

Note: For all information relating to the Child Nutrition Program, contact the Food and Nutrition Programs Section, Illinois Office of Education.

5-3 Health Services

5-3.1 Each school shall maintain records for each student which reflect compliance with the examinations and immunizations prescribed by Section 27-8 of The School Code of Illinois, and the applicable rules and regulations of the Illinois Department of Public Health.

5-3.2 Students participating in interscholastic athletics shall have an annual physical examination.

5-3.3 Each district shall adopt an emergency procedure to be followed in cases of injury or sudden illness to students and/or staff.

5-4 Pupil Personnel Services

(See Chapter IV, Section 4-2.21)

CHAPTER VI

STAFF CERTIFICATION REQUIREMENTS

6-1 Public School Districts

No one shall be certified to teach or supervise in the public schools of the State of Illinois who is not of good character, good health, and at least 19 years of age (The School Code of Illinois, Section 21-1).

A person not a citizen of the United States, who has filed a declaration of intent to become a citizen of the United States, may be issued a certificate valid for teaching or supervising in all grades of the common schools. Such a person shall have graduated with not fewer than 120 semester hours (or the equivalent as approved by the State Superintendent of Education) of credit from a recognized institution of higher learning and shall meet other requirements determined by the State Superintendent of Education in consultation with the State Teacher Certification Board.

6-2 To be a fully recognized school or school district, all professional staff members shall be properly certified in accordance with Section 21-1 of The School Code of Illinois. No one shall teach or supervise in a public school unless that individual holds a certificate of qualification for the position to which that individual has been assigned. See Appendices A and B for further information.

6-3 Noncertificated Personnel

6-3.1 School boards may employ nonteaching personnel or use volunteer personnel for nonteaching duties not requiring instructional judgment or evaluation of pupils. (The School Code, Sections 10-22.34 and 34-18(9))

6-3.2 Teacher Aides

a. School boards may further utilize volunteer noncertificated personnel or employ noncertificated personnel to assist in the instruction of pupils under the immediate supervision of a teacher, holding a valid certificate, directly engaged in teaching subject matter or conducting activities. (The School Code, Section 10-22.34 and 34-18(9))

b. Teacher aides, except in school districts over 500,000, shall hold an approval form issued by the State Teacher Certification Board. Approval is based upon 30 semester hours of college training or completion of an approved Teacher Aide Program as stated in the Rules and Regulations for the Utilization of Teacher Aides and Other Noncertificated Personnel.

6-3.3 School boards may designate noncertificated persons of good character to serve as supervisors, chaperones or sponsors, either on a voluntary or on a compensated basis for school activities not connected with the academic program of the schools (The School Code, Section 10-22.34a).

6-3.4 School boards may utilize noncertificated persons, under the direction of a certified teacher, for providing specialized instruction related to a course assigned to the certified teacher on a regular basis, not otherwise readily available in the immediate school environment, in the fields for which they are particularly qualified or skilled (The School Code, Section 10-22.34b).

6-3.5 Needed and necessary noncertificated personnel in special education programs under contract to the local board of education shall be governed by Section 12-01.1 of the Rules and Regulations to Govern the Administration and Operation of Special Education.

6-4 Requirements for Different Certificates

Requirements for the different types of certificates may be secured from the regional superintendents or the State Teacher Certification Board, 100 North First Street, Springfield, Illinois 62777. Individuals interested in elementary and secondary education positions in Chicago should contact the Chicago Board of Education, 228 North LaSalle Street, Chicago, Illinois 60601.

6-5 Transcripts of Credits

Official transcripts of credits earned are issued by institutions of higher learning. No transcript of credits will be accepted by a Regional Superintendent, the State Teacher Certification Board, or the State Board of Education unless it bears the seal and the signature of the responsible officer of the institution issuing the transcript.

6-6 Records of Professional Personnel

The school district shall maintain records for all professional personnel, as well as teacher aides, currently employed by the district. These records shall contain the following information:

(a) the individual's name; (Section 24-23, The School Code of Illinois)
(b) copy of official, up-to-date transcripts; (Section 24-23, The School Code of Illinois)
(c) health records, including verification of freedom from tuberculosis; (Section 24-5, The School Code of Illinois)
(d) other items, such as verification of past teaching experience, salary schedule placement, and accumulated sick leave.

CHAPTER VII

STAFF QUALIFICATIONS

7-1 Minimum Requirements for Elementary Teachers

7-1.1 Each elementary teacher shall hold a valid certificate for the grade level to be taught.

Each elementary teacher shall have formal training in each basic instructional area to be taught. This regulation shall apply only to those individuals first assigned to an elementary position on or after September 1, 1978.

7-2 Minimum Requirements for Teachers of Junior High and Departmentalized Upper Elementary Grades

7-2.1 18 semester hours in the area of major teaching assignment, including at least 5 semester hours in each course where subject matter areas are divided into two or more specific courses. This requirement also applies to teachers of the 6th, 7th, and/or 8th grade where the organizational pattern is a junior high or the instructional pattern is in part or entirely departmentalized. When departmentalized in part, the requirement only applies to the departmentalized teachers.

This regulation will not apply to teachers who were employed in a departmentalized position prior to September 1, 1973. Teachers not meeting the requirement and having been assigned to a departmentalized teaching situation for the first time as of September 1, 1973, shall have five years to gain the necessary 18 semester hours.

7-2.2 By September 1, 1978, all teachers (except those employed prior to September 1, 1973) assigned departmentalized responsibility shall meet the 18-semester-hour requirement. This regulation applies only to the subject area which comprises more than 50% of the instructional periods assigned to a teacher.

7-3 Minimum Requirements for Secondary Teachers

7-3.1 Agriculture

24 hours in the field, including an appropriate distribution in the following areas, plus preparation in the specific course taught.

a. Agricultural Production
b. Agricultural Mechanics
c. Agricultural Supplies and Services and Products
d. Horticulture
e. Agricultural Resources and Forestry

If special courses are taught in this field, 8 semester hours are required for each course taught.

7-3.2 Art

24 semester hours in the field, including an appropriate distribution in:

a. Painting, drawing, printmaking
b. Sketching, lettering, jewelry, design, silkscreen
c. Pottery and sculpture
d. Constructional design
e. Art education
f. History and appreciation of art

7-3.3 Aviation/Aerospace Education

a. General Aviation and/or Aerospace Education

Completion of an approved aerospace education workshop course. 5 hours of flight orientation or familiarization within the last five years. This flight experience does not necessarily need to be as a member of a flight crew.

If the material that is being taught is strictly sociological in nature, the flight orientation requirement may be minimal. If the material that is being taught emphasizes astroscience, the teacher should have at least one college course in astronomy.

b. Aviation Science Course

(Based upon a preflight course leading to completion of the FAA private pilot's written examination.)

A valid FAA private pilot's license or higher, or a valid FAA ground school instructor's certificate and 10 hours of flight orientation or familiarization in the general aviation category aircraft within the last five years. This flight experience does not necessarily need to be as a member of a flight crew.

7-3.4 Business Education

24 semester hours, which shall include a specialized methods course with the following minimum qualifications for the subject matter areas or course taught:

a.	Typing	6 semester hours, or a statement of equivalency from the institution granting the degree, or the completion of the terminal course in the typewriting sequence.
b.	Shorthand and Transcription	6 semester hours, or a statement of equivalency from the institution granting the degree, or the completion of the terminal course in the shorthand-transcription sequence.
c.	Bookkeeping, accounting, record keeping	6 semester hours in accounting and a course in data processing, or a statement of equivalency from the institution granting the degree.
d.	Business law	3 semester hours of business law.
e.	Distributive subjects; i.e., marketing, retailing, distributive education	8 semester hours covering at least two of the following: sales, retailing, advertising, principles of marketing.
f.	Business arithmetic	2 semester hours in business mathematics or 6 semester hours in accounting.
g.	Office practice, secretarial practice, clerical practice, or office machines	2 semester hours in course work which includes the operation of the office machines taught in the secondary school course and qualifications for teaching whichever of the following is part of the course: typewriting, shorthand, bookkeeping (see paragraphs a, b, and c as aforementioned).
h.	Basic business, general business, introduction to business, business principles	3 semester hours of consumer education; 3 semester hours of economics and at least 4 semester hours in any two of the following areas: business law, introduction to business marketing, management, or a methods of teaching basic business.
i.	Business English	2 semester hours in business English, business correspondence, business communications, or business writing.
j.	Business economics	8 semester hours in the area of economics, finance, financial management, or marketing, including at least one course in principles of economics.

	k. Data processing	5 semester hours in data processing or the equivalent.

7-3.5 Language Arts - English

24 semester hours in the field, including 6 semester hours in rhetoric and composition and not more than 8 semester hours in speech and journalism. To teach grammar, American Literature, English Literature, reading or dramatics, the English teacher must have one course in the subject.

7-3.6 Journalism

8 semester hours in journalism and 16 semester hours in English, or 18 semester hours in journalism and 6 semester hours in rhetoric and composition.

7-3.7 Speech

8 semester hours in speech selected from at least three of the following four areas: public speaking, interpersonal communication, oral interpretation, and group discussion; and 16 semester hours in English or 18 semester hours in speech, selected from the four areas listed above, and 6 semester hours in rhetoric and composition.

7-3.8 Foreign Language

20 semester hours in the language

Note: No credit may be allowed for high school language, unless such credit is approved by an institution of higher learning, and it is noted on the official transcript; in which case 1 semester hour may be allowed for each unit of high school language, not to exceed 4 semester hours.

7-3.9 Health Education

20 semester hours in the field

Required Health Education Component

One course from each of the following areas to total 10-14 semester hours:

a. Advanced Concepts of Health
b. Programs in School Health
c. Programs in Community Health
d. Curriculum Development and Evaluation in Health Education

Additional Health Education Components

One course from at least three of the following areas to total 6-10 semester hours:

a. The Growing and Developing Organism
b. Ecological Relationships
c. Disease Control
d. Human Sexuality and Family Life
e. Food Practices and Eating Patterns
f. Consumer Health Sources and Resources
g. Safety
h. Mood-Modifying Substances
i. Personal Health Practices
j. Mental/Emotional Health

7-3.10 Health Occupations

24 semester hours in a health occupations specialty (e.g., medical laboratory, nursing, radiologic technology, inhalation therapy)

Graduation from an approved technical-level program in a specific health field with a minimum of 2,000 hours of post-graduate practical work experience in the health specialty in which trained.

NOTE: Shall be certified, licensed or registered in the health occupations specialty.

7-3.11 Home Economics Education

24 semester hours in the field, including work in some of the following areas, plus preparation in the specific teaching area.

a. Human Development (includes prenatal, child, adolescent and adult development and care)
b. Interpersonal and Family Relationships
c. Consumer Education and Home Management
d. Nutrition and Food
e. Housing, Home Furnishings and Equipment
f. Clothing and Textiles

To teach a special course in any of the above areas, 8 semester hours are required in the area to be taught.

7-3.12 Industrial Arts

24 semester hours in the field, including work in each shop subject to be taught. To teach a unit shop, the teacher shall have 8 semester hours in the subject taught.

7-3.13 Mathematics

20 semester hours in the field

Note: No credit may be allowed for high school mathematics, unless such credit is approved by an institution of higher learning, and it is noted on the official transcript; in which case, 1 semester hour may be allowed for each unit

of high school mathematics, not to exceed 4 semester hours. Teachers assigned to teach a data processing course will need to meet the data processing requirement as set forth in business education.

7-3.14 Music - Vocal

24 semester hours in the field, including:

a. Applied vocal music
b. Music theory
c. Conducting
d. History of music
e. Methods and materials for general school vocal music

Music - Instrumental

24 semester hours in the field, including:

a. Applied instrumental music
b. Music theory
c. Conducting
d. History of music
e. Methods and materials for general school instrumental music

These standards do not apply to those individuals employed prior to September 1, 1978.

7-3.15 Physical Education

20 semester hours in the field which shall include the following:

a. 5 semester hours to be selected from at least two of these areas:

   (1) Anatomy
   (2) Physiology
   (3) Kinesiology
   (4) Physiology of exercise

b. One course from each of the three areas below to total 5 semester hours:

   (1) Dance and/or rhythmic activities
   (2) Individual-dual activities
   (3) Team sports

c. 10 semester hours to be selected from at least three of the four areas listed below:

   (1) Instructional methods for physical education
   (2) Curriculum design for physical education

(3) Physical Education for the atypical child (optional, but strongly recommended)
(4) Physical education for the elementary school (required for elementary school; optional, but strongly recommended for secondary school)

This standard does not apply to those individuals employed prior to September 1, 1978.

7-3.16 Psychology - 20 semester hours in the field

7-3.17 Safety and Driver Education

16 semester hours in the field, including preparation as follows:

a. 3 semester hours in general safety
b. 5 semester hours in driver education and advanced traffic safety
c. 8 semester hours chosen from two or more of the following areas:

(1) General safety, including traffic and industrial safety
(2) Advanced psychology and sociology
(3) First aid and health education
(4) Instructional materials

d. Teachers assigned to either simulation or multiple-car programs shall have preparation in the use of these methods which shall consist of a minimum of 1 semester hour or its equivalent in each area.

7-3.18 Science, Biological

24 semester hours in the field, including the semester hours indicated in the subject to be taught

a. Biology	8 semester hours in botany including 5 semester hours in laboratory work, 8 semester hours in zoology including 5 semester hours in laboratory work. NOTE: 10 semester hours laboratory work in biology satisfy the laboratory requirement.
b. Botany	8 semester hours including 5 semester hours in laboratory work.
c. Physiology	8 semester hours

d.	Zoology	8 semester hours in zoology including 5 semester hours in laboratory work.

7-3.19 Science, Physical

24 semester hours in the field, including the semester hours indicated in the subject to be taught:

a.	Astronomy	5 semester hours
b.	Chemistry	10 semester hours including 4 semester hours in laboratory work
c.	Geology	8 semester hours
d.	Physics	10 semester hours including 4 semester hours in laboratory work
e.	Physiography	5 semester hours
f.	Aerospace	5 semester hours
g.	Earth science	8 semester hours

Note: In astronomy, geology, and earth science, it is recommended that field experiences be included as part of the hourly requirements. In addition, it is recommended that a teacher of astronomy, chemistry, or physics have the minimum preparation required of a mathematics teacher.

7-3.20 Science, General

24 semester hours in the field including:

a.	Physical science	8 semester hours
b.	Biological science	8 semester hours

7-3.21 Social Studies

24 semester hours in the field, including the semester hours indicated in each subject to be taught:

a.	United States History	8 semester hours
b.	Civics, Political Science	8 semester hours
c.	Economics	8 semester hours
d.	Geography	8 semester hours
e.	Sociology	8 semester hours
f.	World History	8 semester hours in World History, 5 semester hours in U. S. History
g.	Anthropology	5 semester hours

NOTE: Every history teacher shall have 16 semester hours in history.

7-3.22 Vocational Education (Reimbursable Training Programs)

All instructional personnel and coordinators shall hold a valid teaching certificate.

a. Instructional Personnel

The requirements for instructional personnel in reimbursable programs in the five areas of Industrial-Oriented, Applied Biological and Agricultural, Home Economics, Health Occupations, and Business, Marketing and Management are:

(1) A minimum of 2,000 hours of employment experiences in the occupational specialty to be taught.

(2) Where an individual does not meet the provisions of 7-3.22 a (1), the district may employ such person providing the employment experience requirement will be met within four (4) years from the date of employment by (a) 2,000 hours of employment experience in the occupational specialty to be taught or (b) a combination of work experience and directed occupational experience. Options of this paragraph must be submitted in detail in the district's One and Five Year Plan for occupational education and are subject to approval.

(3) For those occupations in which employment or preparation is regulated by law or licensure, compliance with those laws is mandated.

b. Cooperative Teacher Coordinator
Professional competencies for specialized cooperative occupational education:

(1) Occupational Education
Teacher-coordinators of specialized cooperative education in any one of the following areas:

Agriculture and Agri-Business
Business and Office
Distributive Education
Health Occupations
Home Economics and Related Occupations
Industrial Oriented Occupations
Cooperative Work Training

To be approved, an individual shall possess 16 semester hours in the field, which shall include a methods course in the occupational specialized area; in addition, 6 semester hours in the area of organization and administration of cooperative occupational education, coordination in techniques, and individualized instructional methodology. In addition, the coordinator shall possess a minimum of: (1) 2,000 hours of employment experience in the occupational specialty to be taught, or (2) complete a directed occupational experience in the appropriate specialized area, equivalent to the 2,000 hour employment requirement, or (3) complete a combination of employment experience and directed occupational experience equivalent to the 2,000 hour employment experience requirement within four (4) years from date of initial employment as a coordinator. Options (2) and (3) of this paragraph shall be submitted in detail in the district's One and Five Year Plan for occupational education and are subject to approval.

c. Special Needs Cooperative Teacher Coordinator

In schools with cooperative courses to serve students with special needs, such as Work Experience and Career Exploration Program, the coordinator shall meet the requirements for specialized cooperative occupational education coordinators as shown in 7-3.22(b) (except that the 16 semester hours in occupational education shall be waived).

d. Interrelated Cooperative Occupational Teacher Coordinator

Coordinators of interrelated cooperative education shall meet certification standards in at least one of the occupation areas listed above and meet the requirement of 7-3.22(b).

e. Compliance with Legal, Governmental and Professional Requirements

For those occupations in which employment or preparation is regulated by law or licensure, compliance with those laws is required.

Note: The requirements of Section 7-3.22 are not applicable to personnel employed prior to September 1, 1978.

7-4 Standards for Reading
(Required of all K-12 Reading Specialists) i.e. those teachers whose major teaching assignment is Reading.

7-4.1 18 semester hours of graduate/undergraduate level work in the field, including preparation in the following areas:

a. Foundation or survey of reading fundamentals including reading in the content areas
b. Testing procedures and diagnosis of reading disabilities
c. Diagnostic teaching techniques and materials
d. Clinical or laboratory practicum in reading
e. Literature appropriate for the age of students included in the program.

This standard does not apply to those individuals employed prior to September 1, 1978.

7-5 Standards for Media Services

7-5.1 Preparation of Person Providing Media Services

a.	Media Professional: responsible for both library and audio-visual services to students, teachers and other school personnel.	Appropriate Teacher Certificate. Work in the field: 18 semester hours in library science--media; professional preparation (at four-year college and/or graduate levels) in administration, organization (cataloging and classification), reference, and selection of materials (elementary and/or secondary levels).
b.	Media Specialist: responsible for both library and audio-visual services to students, teachers and other school personnel.	Standard Special Certificate with Library Science--Media (instructional materials) Teaching Endorsement. Work in field: 32 semester hours in media (instructional materials, library science, audio-visual) including professional preparation (at four-year college and/or graduate levels) in administration, organization (cataloging and classification), reference, selection, materials for both elementary and secondary levels, production and communications.
c.	Media Supervisor or Director: works with teachers and supervises other media professionals and specialists.	Supervisory or Standard Special Supervisory Endorsement, or the General Supervisory Endorsement (Administrative Certificate) with specialization in media.

These standards do not apply to those individuals employed prior to September 1, 1978.

7-6 Standards for Pupil Personnel Services

7-6.1 School psychologists, social workers in schools, and school guidance counselors shall hold a Type 10 or Type 73 Certificate with the appropriate endorsement.

7-6.2 According to Section 10-22.23 of The School Code of Illinois, all school nurses must be registered professional nurses. Any school nurse, first employed on or after July 1, 1976, shall hold a Type 73 Certificate with the school nurse endorsement (Section 10-22.23 of The School Code).

7-7 Standards for Special Education Personnel

Individuals employed in reimbursable Special Education programs shall hold appropriate certification as required in Article XII of the Rules and Regulations to Govern the Administration and Operation of Special Education.

7-8 Standards for Transitional/Bilingual Personnel

Individuals employed in Transitional/Bilingual programs shall hold a Transitional/Bilingual Certificate endorsed in the language area of instruction.

7-9 Substitute Teacher

A person substituting for any member of the professional staff should have the qualifications required of the staff member for whom that individual is substituting.

7-9.1 To serve as a substitute teacher, a person shall hold a valid certificate, which may be a substitute teacher certificate.

7-9.2 A teacher holding a substitute teacher certificate may teach only in the place of a certified teacher who is under contract with the employing board, for a period not to exceed 90 paid school days or 450 paid hours in any one school district in any one school term. Where such teaching is partly on a daily and partly on an hourly basis, a school day shall be considered as five hours.

Special Note: Substitute teachers who hold only a substitute certificate may teach only when a fully certified teacher is not available (Section 21-9 of The School Code of Illinois).

Note: Does not apply to districts of over 500,000.

PROFESSIONAL STAFF CERTIFICATION Appendix A

TYPES OF CERTIFICATES

The following list of certificates identifies those certificates which, if properly registered and renewed, are valid for teaching, administering or performing the specified service in Illinois public schools. Questions about the validity of certificates should first be referred to the Regional Superintendent of schools. The State Teacher Certification Board will additionally answer questions on a certificate's validity.

CODE	TYPE OF CERTIFICATE	GRADE LEVEL	VALID FOR	STILL ISSUED	YEARS VALID	SCHOOL CODE
02	Early Childhood	to age 6 excluding Kdg.		Yes	4	21-2.1
03	Standard Elementary	K-9		Yes	4	21-3
06	Kindergarten-Primary	K-3		No	4	
09	Standard High School	6-12	*	Yes	4	21-5
10	Standard Special	K-12	Field Endorsed	Yes	4	21-4
11	Vocational	7-12	Field Endorsed	No	4	
14	Junior College	9-14	Field Endorsed	No	4	
17	Special Exc. Children	K-14	Field Endorsed	No		
20	Special	11-12	Electives 10 hrs. per Week	No	4	
21	General	Adult	Field Endorsed	Yes		21-11
29	Transitional Bilingual	K-12	Language Endorsed	Yes	6	14C-8
30	Provisional Elementary	K-9		**Yes	2	21-10
31	Provisional H.S.	6-12	*	**Yes	2	21-10
32	Provisional Foreign Lang.	K-14	Language Named	No	4	
33	Provisional Special	K-12	Field Endorsed	**Yes	2	21-10
34	Provisional Vocational	K-12	Field Endorsed	Yes		21-10
37	Temp. Prov. Vocational	K-12	Field Endorsed	Yes	1	21-10
39	Substitute-90 days	K-12	All	Yes	4	21-9
42	Life Elementary	1-8		No	Life	
45	Life Kindergarten	K-3		No	Life	
47	Life High School	6-12	*	No	Life	
48	Life Special	K-14	Field Endorsed	No	Life	
49	Life Junior College	9-14	Field Endorsed	No	Life	
50	Life School Librarian	K-14	Library	No	Life	
60	Ltd. Supervisory	K-14	All	***No	4	
61	All-Grade Supervisory	K-14	All	***No	4	
62	Ltd. Elem. Supervisory	K-9	All Elementary	***No	4	
63	Ltd. H.S. Supervisory	6-12	All Secondary	***No	4	
70	Life General Supervisory	K-14	All	***No	Life	
71	Life Supervisory	K-14	All	***No	Life	
72	Temporary TMH	K-12	TMH	No	1	
73	School Service Personnel	K-12	Area of Service Endorsed	Yes	4	21-25
75	Administrative	K-12	All	***Yes	4	21-7.1

* The High School Certificate is valid for teaching subjects for which the individual meets recognition requirements, Chapter VII, as identified on the individual's transcript as credit in the area.

** A Provisional Certificate may be issued to a person who meets the requirements for a regular teaching certificate in another state and who presents certified evidence of having earned a bachelor's degree from a recognized teacher training institution. The academic and professional courses offered as a basis of the Provisional Certificate shall be courses approved by the State Superintendent of Education in consultation with the State Teacher Certification Board. A certificate earned under this plan is valid for a period of two years and shall not be renewed.

*** Valid for teaching subjects for which the individual meets recognition requirements, Chapter VII, as identified on the individual's transcript as credit in the area.

Note: Does not apply to districts of over 500,000.

CERTIFICATION
QUICK REFERENCE CHART

Appendix B

Questions concerning the appropriateness of certificates required for specific positions depends upon the job description of the position and should be referred to the Public School Approval Section, Illinois Office of Education.

FOR THIS POSITION	THESE TYPES OF CERTIFICATES ARE VALID (Codes) (Most Common)	
TEACHERS	CERTIFICATE CURRENTLY BEING ISSUED	CERTIFICATES NO LONGER ISSUED BUT STILL VALID IF PROPERLY REGISTERED
TEACHER UP TO 6 YEARS, EXCLUSIVE OF CHILDREN ENROLLED IN KINDERGARTEN	02	
TEACHER K-5	03,10*,29*,30,33*,34*,75	06(K-3),32*,42,45(K-3),48*, 60,61,62,70,71
TEACHER 6-9	03,09,10*,29*,30,31,33*, 34*,75	11*,32*,47*,48*,60,61, 62,63,70,71
TEACHER 9-12	09,10*,29*,31,33*,34*,75	11*,14*,32*,47*,48*,49*, 60,61,63,70,71
SPECIAL SUBJECT TEACHER (Art, Music, P.E., Sci., etc.) K-9	03,10*,29*,30,33*,34*,75	32*,42,48*,60,61,62,70,71,72
SPECIAL SUBJECT TEACHER (Art, Music, P.E., Sci., etc.) 6-12	09,10*,29*,31,33*,34*,75	11,32*,47*,48*,60,61,63,70, 71
ADMINISTRATORS		
HEAD OF DEPT. OR SUPERVISOR SPECIAL SUBJECT	10**,75,73**	60,61,62(K-9),63(6-12),70,71
SUPERVISOR-SPEC. ED. - ONE FIELD	10**,75(GS,GA or S Endorsement)	60,61,70,71 and approval ***
SUPERVISOR-P.P.S - ONE FIELD	10**,73**,75(GS,GA or S Endorsement)	60,61,70,71
SUPERVISOR - VOC. ED. - ONE FIELD	10**,75(GS,GA or S Endorsement)	60,61,70,71
DIRECTORS, COORDINATORS, GENERAL SUPERVISORS	75(GS,GA or S Endorsement)	60,61,62(K-9),63,70,71
DIRECTOR-SPEC. ED. -MORE THAN ONE FIELD	75(GA or S Endorsement)	60,61,70,71 and approval ***
DIRECTOR-P.P.S. - MORE THAN ONE FIELD	75 (GA or S Endorsement) or 73** endorsed for supervision in multiple fields	60,61,70,71
DIRECTOR-VOC. ED. - MORE THAN ONE FIELD	75(GA or S Endorsement)	60,61,70,71
CHIEF SCHOOL BUSINESS OFFICIAL	75(C.S.B.O. Endorsement)	INDIVIDUALS SERVING AS C.S.B.O. prior to 7/1/77 may continue in their position
PRINCIPALS, ASST. PRIN. ADMINISTRATIVE ASST., ASSOCIATE SUPT., ASST. SUPT. AREA VOC. CENTER DIRECTOR	75(GA or S Endorsement)	60,61,62(K-9),63(6-12), 70,71
SUPERINTENDENT	75(S Endorsement)	60,61,62(K-9),63(6-12), 70,71
SCHOOL SERVICE PERSONNEL		
GUIDANCE	73	10
NURSE	73	10
SOCIAL WORKER	73	10
SCHOOL PSYCHOLOGIST	73	

* Subject named only
** Endorsed for Supervision
*** Additional work and course requirements must be completed under the Special Education Reimbursement Approval requirements of the Department of Specialized Educational Services in order to qualify for special education personnel reimbursement.

GLOSSARY OF TERMS

1. Administrator - refers to the individual involved in the process of administration; i.e., superintendent, assistant superintendent, principal, assistant principal, etc.

2. Board of education - refers to the governing body of any district created or operating under the authority of The School Code of Illinois.

3. Community involvement - refers to the opportunity being made available to the people of a local school district who desire an input into the program plan.

4. District - refers to the governmental agency of the State created by the State as the instrument through which the legislature carries out its constitutional mandate to provide for a system of public education.

5. Elementary school - refers to a district or attendance center or centers serving grades K-8 or any combination thereof.

6. Junior high school - refers to a school organized and developed to meet the educational and educationally related needs of the early adolescent child which may include, but is not restricted to, grades 6, 7, 8, and 9 or any combination thereof.

7. May - to have the power, permission, liberty, to do.

8. Middle school - refers to a school organized and developed to meet the educational needs and educationally related needs of the preadolescent and early adolescent child, may include, but is not restricted to, grades 4, 5, 6, 7, and 8 or any combination thereof.

9. Principal - refers to the individual who shall assume administrative responsibilities and instructional leadership of the attendance area to which that individual is assigned under the superintendent of the district.

10. School - refers to an institution organized and developed to meet the educational and educationally related needs of children including public, private, and parochial.

11. Secondary school - school district or attendance center or centers serving grades 9-12 or 10-12.

12. Section - refers to a specific part, portion, division, or chapter of The School Code of Illinois.

13. Shall - designate as mandatory.

14. Should - regulation which ought to be, encouraged, permissive.

15. Superintendent - refers to the individual who shall have charge of the administration of all schools within a school district under the jurisdiction of the board of education.

16. Teachers and/or instructors - refers to any or all school district employees required to be certified under laws relating to the certification of teachers.

17. The School Code - The School Code of Illinois legal basis for authority of the State Board of Education, the State Superintendent of Education, and the local board of education.

18. Plan - refers to the written program that will identify the local school district's educational needs and provide a plan for developing a clearly defined set of professional expectations and responsibilities.

19. Preparation - the planning process by which a teacher develops a program for each instructional area to which that individual is assigned students.

20. Teacher Qualifications - semester hours required to teach a subject or subject area as prescribed by this document.